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Fall 9-1-2008

PSC 130E.01: International Relations

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INTERNATIONAL RELATIONS (PSC 130E)

MWF 1:10-2:00, Liberal Arts 11

International relationships are ... preordained to be clumsy gestures based on imperfect knowledge.

— Rebecca West , *The Strange Necessity*, ch. 10 (1928)

Course Description

International relations (IR) is the study of the relationships between actors involved in world politics. Its purpose is to describe, explain, and predict the nature of these relationships to understand how the world works and make recommendations for its improvement. This course introduces you to three distinct perspectives you can use to accomplish this.

Course Philosophy

Learning is more than memorizing facts and answering questions on a test. It is using information to gain an understanding of how things work and how to make them better.

In this course, learning will be defined as the process of enhancing your ability to:

- Ask the right questions and frame good problems,
- Acquire information and evaluate sources of information,
- Critically investigate and solve problems,
- Make choices among different alternatives,
- Explain concepts to others both orally and in writing and,
- Generalize to new situations.

Learning Objectives

After completing this course, students will be able to:

- Apply three theoretical perspectives on IR to describe and explain current events.
- Identify, evaluate, and defend ethical claims about how IR should be conducted.

Required Materials

There is one required text for this course available at the UC Bookstore:

Nau, Henry R. (2008). *Perspectives on International Relations: Power, Institutions, and Ideas*. 2nd Edition. Washington, DC: CQ Press. ISBN: 9780872899247.

Students must also buy an i-clicker student remote (ISBN: 0716779390) and register it at <http://www.iclicker.com/registration/>. If you have done this for another class, you are good to go.

Course Requirements

Exams, Students will take two midterms and a final exam. One midterm will be taken online using Blackboard, with the second midterm and final exam taken in class.

Paper. Students will write a 6-10 page critical analysis paper of two scholarly articles. Critical analysis means considering the claims of an author, what they are based on, and how relevant they are by splitting those claims up into their component parts and conducting a “close reading” of the author’s work. Full instructions are available online.

Current Events. Students will be regularly sent articles from *The Christian Science Monitor* via email which we will discuss in class using the three perspectives. They will also be used on the second midterm and final exam.

Student Responsibilities

Students have the responsibility to:

1. Attend class regularly and complete all assigned readings before coming to class.
2. Complete all assignments by the deadline given by the instructor.
3. Complete course requirements by the end of the semester.
4. Inform the instructor beforehand of any reason they cannot fulfill these responsibilities.

Academic Misconduct Policy

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, which is available for review online at: <http://life.umt.edu/VPSA/name/StudentConductCode>.

Statement On Disabilities:

I strongly encourage students with documented disabilities to discuss appropriate accommodations with me. Because I am not qualified to make an assessment of your needs, if you have a disability and feel you need accommodations in this course please present me with a letter from Disability Services for Students, Lommasson Center 154 (243-2243), indicating the existence of a disability and the suggested accommodations.

Final Grade

Grades will be based on points distributed in four areas:

<i>First Midterm</i>	150 points	Critical Analysis Paper:	250 points
<i>Second Midterm</i>	250 points	Final Exam:	350 points

The plus/minus grading system will be used with grades based the total points: A = 1000-930, A- = 929-900, B+ = 870-899, B = 830-869, B- = 800-829, C+ = 770-799, C = 730-769, C- = 700-729, D+ = 670-699, D = 630-669, D- = 600-639, F = < 600.

Attendance. Students can earn up to 50 points extra credit based on attendance measured using a student’s iclicker responses using the formula: $((\text{Student's Clicks}/\text{Total Clicks Available})-.5)*100$.

Concept Quizzes. Students can earn up to 50 points extra credit based on performance on daily concept quizzes using the formula: $((\text{Student's Correct Clicks}/\text{Total Quizzes Clicks})-.5)*100$.

Course Organization and Schedule

This course is primarily a lecture course, although there will be opportunities for discussion. I reserve the right to make changes to this schedule by announcing them in class.

Prologue

- Aug. 25: Introduction to the Course and Distribution of Syllabus
- Aug. 27: Why we disagree about International Relations (Read Nau, Introduction)
- Aug. 29: Ethics and Morality in International Relations
- Sep. 1: **Labor Day** No Class

Introduction to How to Think About IR: Perspectives and Levels of Analysis

- Sep. 3: The Prisoner's Dilemma: Describing Conflict & Cooperation (Nau, Chapter 1)
- Sep. 5-10: The Prisoner's Dilemma: Three Ways to Explain Conflict and Cooperation
- Sep. 12: The Prisoner's Dilemma: Review of Conceptual Maps
- Sept 12-19: **First Midterm** (Available online via Blackboard)

Part I: International Conflict and War

- Sep. 15: History: Is it Cyclical, Linear, or Messy? (Nau, Chapter 2)
- Sep. 17: The Perspectives in Action: Explaining World War I (Nau, Chapter 3)
- Sep. 19: The Perspectives in Action: Explaining World War II (Nau, Chapter 4)
- Sep. 22: The Perspectives in Action: Explaining the Cold War (Nau, Chapter 5)
- Sep. 24: The Perspectives in Action: Explaining the End of the Cold War
- Sep. 26: After the Cold War: Defining a New World Order (Nau, Chapter 6)
- Sep. 29: Why Perspective Matters: Fighting Global Terrorism (Nau, Chapter 7)
- Oct. 1: Why Perspective Matters: Ethnic Conflicts
- Oct. 3: (17) Why Perspective Matters: National and Territorial Conflicts

Part II: Globalization and the World Economy

- Oct. 6: The Perspectives in Action: Explaining Globalization (Nau, Chapter 8)
- Oct. 8: Globalization 3.0: How Does it Work? (Nau, Chapter 9)
- Oct. 10: Perspectives in Action: Trade and investment (Nau, Chapter 10)
- Oct. 13: International Development: What is it? (Nau, Chapter 11)
- Oct. 15: International Development: The Asian Economic Miracle
- Oct. 15: **Critical Analysis Papers Due in Class**
- Oct. 17: International Development: Latin America's "Lost Decade"
- Oct. 20: International Development: Why is Africa so Poor? (Nau, Chapter 12)
- Oct. 22: International Development: The Middle East's Resource Curse

Oct. 24: International Development: Is it Just Neo-Imperialism? (Nau, Chapter 13)

Part III: The Ethics and Politics of Humanitarian Intervention

Oct. 27-29 *Ghosts of Rwanda*

Powers, Samantha. 2001. Bystanders to Genocide. *Atlantic Monthly* 288.2 (Sep.): 84-108.

Oct. 31: Does the International Community have a Responsibility to Protect?

Evans, Gareth and Mohamed Sahnoun. 2002. Responsibility to Protect. *Foreign Affairs* (Nov/Dec): 99-110.

Nov. 3: **Second Midterm (In-Class)**

Part IV: Unifying and Fragmenting Issues

Nov. 5: The Perspectives in Action: The Environment (Nau, Chapter 14)

Nov. 7: Global Issues: Population Growth

Nov. 10: Global Issues: Pollution

Nov. 12: Global Issues: Pandemics

Nov. 14: Global Civil Society: Non-governmental Organizations (Nau, Chapter 15)

Nov. 17: Global Civil Society: Human Rights

Nov. 19-21: Global Governance: Intergovernmental Organizations (Nau, Chapter 16)

Nov. 25: Global Governance: Regional Organizations and Sovereignty

Conclusion

Dec. 1-3: *Why We Fight*: Is the Democratic Peace the Future? (Nau, Conclusion)

Epilogue

Dec. 5: Final Exam Review

Dec. 11: Final Exam (1:10-3:20)